DOCUMENT RESUME

ED 350 225 SO 022 452

TITLE	Readings for the Christopher Columbus Quincentenary: Kindergarten through Grade Twelve. An Annotated List.
INSTITUTION	California State Dept. of Education, Sacramento.
REPORT NO	ISBN-0-8011-0979-5
PUB DATE	92
NOTE	34p.
AVAILABLE FROM	Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271 ($2.75).
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Annotated Bibliographies; Elementary Secondary Education; Reference Materials; Social Studies; *World History
IDENTIFIERS	*Columbus (Christopher); *Columbus Quincentenary

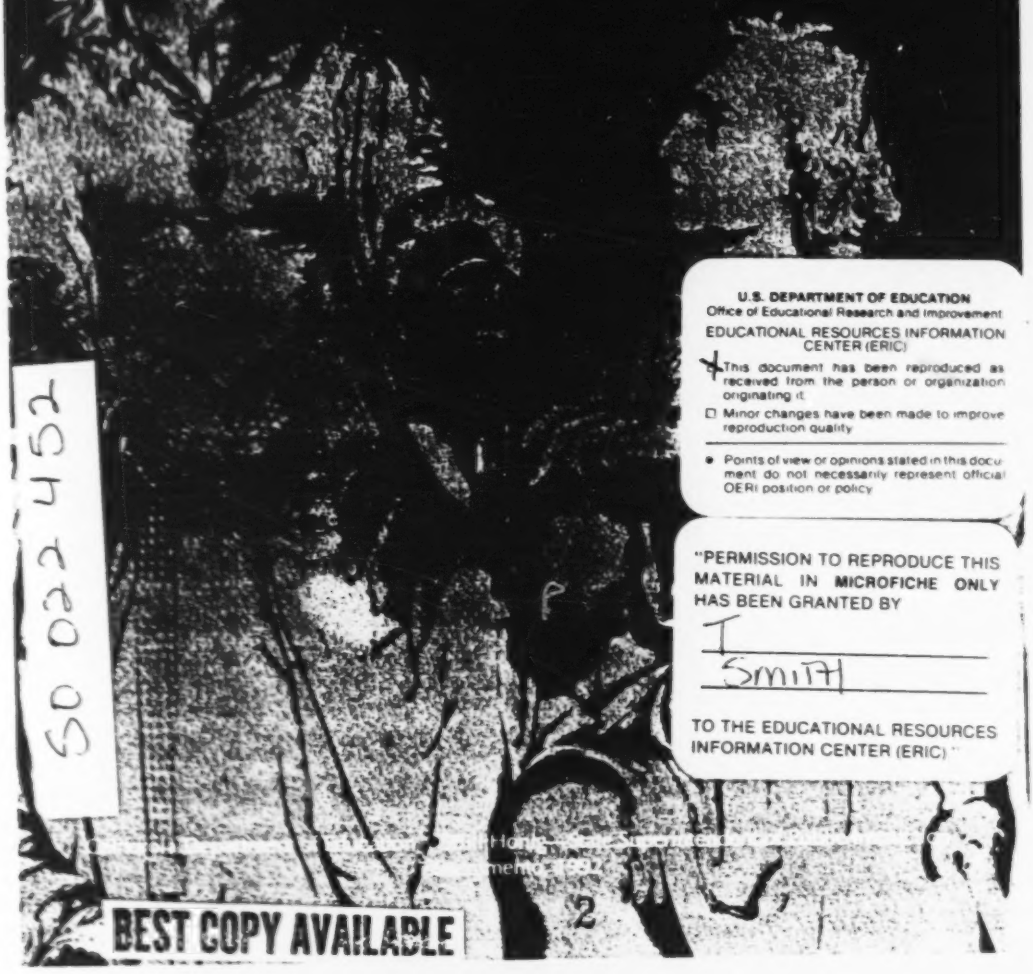
ABSTRACT

The main purpose of this publication is to encourage educators in California to use this increasing interest in the quincentenary of the first voyage of Christopher Columbus to the New World to motivate students to read broadly and in depth in literature, history, and geography and to investigate controversial issues and think critically about them. The content of the publication suggests titles that educators may wish to consider for use in the classroom or to include in the collections of school libraries. The titles are organized by suggested grade-span levels, and the type of genre of the selections is indicated for each entry. The readings include biography, fiction, essays, drama, poetry, history, and geography. A list of publishers and distributors of Spanish-language titles is appended. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED350225

READINGS FOR THE Christopher Columbus Quincentenary



SO 022 452

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

I
SMITH

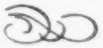
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

BEST COPY AVAILABLE

READINGS FOR THE Christopher Columbus Quincentenary

Kindergarten Through Grade Twelve

An Annotated List



Prepared under the direction of the

Office of History–Social Science and Visual and Performing Arts and Office of Language Arts and Foreign Languages

California Department of Education

Publishing Information

Readings for the Christopher Columbus Quincentenary was compiled by the Office of History–Social Science and Visual and Performing Arts and Office of Language Arts and Foreign Languages, California Department of Education. It was edited by Janet Lundin, working in cooperation with staff members from both offices. It was designed and prepared for photo-offset production by the staff of the Bureau of Publications, with the cover and interior design created and prepared by Juan Sanchez. Typesetting was done by Jeannette Huff.

This document was published by the Department, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

Copyright © 1992 by the California Department of Education

Copies of this publication are available for $2.75 each, $7.50 for 10 copies, $20 for 30 copies, and $60 for 100 copies, plus sales tax for California residents, from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271.

A list of other publications available from the Department appears on the inside of the back cover. A complete list may be obtained by writing to the address given above or by calling the Sales Unit at (916) 445-1260.

The cover art is based on a photograph of a statue of Christopher Columbus and Queen Isabella I of Spain in the California State Capitol.

ISBN 0-8011-0979-5

BEST COPY AVAILABLE

Contents

Acknowledgments **iv**

Introduction **v**

Readings for Kindergarten Through Grade Three **1**

Readings for Grades Four Through Six **3**

Readings for Grades Seven Through Nine **8**

Readings for Grades Ten Through Twelve **15**

Appendix

- Publishers and Distributors of Spanish Language Titles **23**

Acknowledgments

Readings for the Christopher Columbus Quincentenary, Kindergarten Through Grade Twelve: An Annotated List was prepared under the direction of the Department of Education's Curriculum, Instruction, and Assessment Division, Fred Tempes, Director. Staff support for this project was provided by the Office of Humanities Curriculum Services: Tomas Lopez, Director; the Office of History–Social Science and Visual and Performing Arts: Diane Brooks, Manager, and Rodney Atkinson, Ira Clark, and Patty Taylor, Consultants; and the Office of Language Arts and Foreign Languages: Shirley Hazlett, Manager, and Fred Dobb, Mae Gundlach, Diane Levin, George Nemetz, and Javier Santos, Consultants. Departmental support staff for the project was provided by Gerin Pebbles and Linda Vocal.[1]

Further assistance in reviewing Spanish language titles was provided by Miguel Torres, Consultant, and Georgia Alvarez, Staff Services Analyst, Curriculum Framework and Textbook Development Unit, California Department of Education.

Appreciation is extended to individuals and organizations whose assistance or encouragement aided the completion of this booklet: Joan Ainslie, Consultant, American Indian Education Office, California Department of Education; Sharon Shanahan, Coordinator, English–Language Arts, Office of the Stanislaus County Superintendent of Schools; Helen Skripkin, Chair, the Governor's Commission for the Columbus Quincentenary; and staff of the California State Library.

[1]The titles of the persons listed in the acknowledgments were current when this publication was prepared.

Introduction

The quincentenary of the first voyage of Christopher Columbus to the New World will be observed throughout 1992, and especially on October 12, the generally agreed-on date of the landing. Many activities and events will occur in California and the nation during the year in recognition of this historical event and the events that ensued. Television programs, theatrical events, parades, new publications, news stories, community and school activities, and other similar happenings will mark the observance.

The main purpose of this publication is to encourage educators in California to use this increasing interest to motivate students to read broadly and in depth in literature, history, and geography and to investigate controversial issues and think critically about them. The content of this publication is essentially an annotated listing of suggested titles that educators may wish to consider for use in the classroom or to include in the collections of school libraries.

The following quotations perhaps best explain the spirit with which students and educators should approach works dealing with controversial matters:

> **This framework encourages teachers to present controversial issues honestly and accurately within their historical or contemporary context. History without controversy is not good history, nor is such history as interesting to students as an account that captures the debates of the times. . . . Through the study of controversial issues, both in history and in current affairs, students should learn that people in a democratic society have the right to disagree, that different perspectives have to be taken into account, and that judgments should be based on reasonable evidence and not on bias and emotion.**
>
> *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve.* Sacramento: California Department of Education, 1988, page 7.

> If the end of education in a democratic society is to produce thinking, literate citizens who can make intelligent, compassionate choices and lead productive, contributing lives, then one of the legitimate considerations in the study of literature is the insight the great writers give us into the major social and political issues in human experience. As students move into and through the literature, they should consider such common themes as the corrupting influence of power, the emotional and social costs of war and peace, and the struggle between conscience and social laws or mores. Such intellectual confrontations enable students to move beyond the literature and the errors of the past and into their own experiences and can result in the betterment of society.
>
> *English–Language Arts Model Curriculum Standards Grades Nine Through Twelve.* Sacramento: California Department of Education, 1991, page 10.

The list is a beginning point for persons seeking materials that reflect various points of view. The titles consist mainly of relatively recent publications, although a few well-known classics are included. Since publications on the subject continue to appear, educators are encouraged to watch for them. Good sources of information might include professional journals, trade journals such as *Publishers Weekly*, and periodicals such as the *Horn Book*, *Cobblestone*, *Calliope*, and the *New York Times Book Review*.

Titles are arranged by suggested grade-span levels, and the type or genre of the selections is indicated for each entry. The readings include biography, fiction, essays, drama, poetry, history, and geography. Although Spanish-language titles are not yet readily available in the United States, representative works have been included. It should be emphasized that this listing is illustrative only and is intended to be neither exhaustive nor prescriptive. Educators at local levels should consider developing their own lists while keeping the needs of their students in mind.

Another purpose of this publication is to demonstrate the interrelatedness of the language arts and history–social science. Indeed, this publication could help facilitate the development of interdisciplinary units based on literary themes or historical topics. In addition to literature and

history, concepts from foreign languages, the arts, mathematics, science, geography, cartography, anthropology, and archeology could be included in such a unit. This approach will become evident to readers who review the annotations following the titles included in this publication.

The titles included here might be used in a variety of ways. Some might become part of a core reading program that all students experience, including those who are less prepared academically. Some students could experience a selected title in a way other than reading such as hearing it read aloud, viewing it as a dramatic presentation, participating in readers' theatre, or role-playing. Experiences with the literature should facilitate writing activities and classwide discussion of particular titles, with opportunities for the varied points of view, ideas, and contributions of all students to be heard.

The core reading program could be accompanied by an extended reading program, which is more individualized. After collecting an array of titles on the subject of Columbus, teachers and school librarians could encourage their use individually or in small groups on the basis of students' interest and readiness. Students could then engage in follow-up activities such as written reports, journal entries, group discussion, class presentations, or further research on this historical topic.

As a result of core and extended readings, students who become motivated to read more about Columbus and the Age of Discovery should be urged to do so on their own, making use of school and public libraries. This listing provides assistance to curriculum specialists and library-media teachers in assembling an array of titles that students could use to do research on one specific aspect of the topic of Columbus or to engage in independent reading. Examples of research topics include new foods introduced to the diets of those in the eastern and western hemispheres as a result of the explorations, the rapid and significant changes in cartography, or the impact of disease on the populations of both hemispheres.

Despite the issues and questions surrounding the topic, there is general agreement that the arrival of Columbus in the New World was a watershed event of major historical significance. When students read books such as these, the resulting insight and inquiry are themselves a form of exploration and encounter. It is hoped that this list will facilitate new and varied discoveries by students, by adding to their deeper understanding of human character and experience.

Readings for Kindergarten Through Grade Three

Adler, David A. ***A Picture Book of Christopher Columbus.*** New York: Holiday House, Inc., 1991.

This book would be useful for reading aloud to children in kindergarten through grade two. Some third graders could read it independently. A congenial introduction to the voyage of Columbus, the book contains narrative that is neither choppy nor condescending.

Dalgliesh, Alice. ***The Columbus Story.*** New York: Charles Scribner's Sons, 1955.

Although out of print, this book is included in this publication for the sake of librarians who yet may have it on their shelves or teachers who might want to trace it through secondhand bookshops. Artwork by the Caldecott-winning illustrator Leo Politi enhances the beautiful and dignified narrative. Although Dalgliesh's story allows students to appreciate the adventurous spirit of Columbus, he is neither sanctified nor vilified. The narrative, which is planned for reading aloud, describes actual events, and the Admiral's own words appear as refrains.

Fradin, Dennis Brindell. ***Columbus Day.*** Hillside, N.J.: Enslow Publishers, Inc., 1990.

This book is well illustrated with maps, photographs, paintings, and engravings. The text deals with the voyages of Columbus to the New World and the establishment and observance of Columbus Day.

Greene, Carol. ***Christopher Columbus: A Great Explorer.*** Chicago: Children's Press, Inc., 1989.

This little book is listed here because of the illustrations drawn from such sources as the Bettmann Archive and the Granger Collection. It is best used in conjunction with materials containing stronger narrative accounts of the life and voyages of Columbus.

Krensky, Stephen. ***Christopher Columbus.*** Illustrated by Norman Green. New York: Random House, 1991.

One of the *Step into Reading Series,* Krensky's book is intended for independent readers in about the second grade. This book, which presents the heroic side of Columbus, can be an introduction for young readers to the history of Columbus.

Lauber, Patricia. ***How We Learned the Earth Is Round.*** Illustrated by Megan Lloyd. New York: Thomas Y. Crowell Junior Books, Harper & Row Publishers, Inc., 1990.

Though not about Columbus per se, this little book is a useful follow-up resource for the study of Columbus and his time. The voyages of Columbus are discussed in the context of world developments so that upper-level primary students can gain a clearer insight about these events.

Lillegard, Dee. ***My First Columbus Day Book.*** Chicago: Children's Press, Inc., 1987.

Replete with colored artwork, this book could become supplementary material for the study of Columbus. Its poetic form provides a rhythmic format for learning.

Marzollo, Jean. ***In 1492.*** Illustrated by Steve Björkman. New York: Scholastic, Inc., 1991.

Teachers sometimes comment on the difficulty of finding picture books about historical figures that are suitable for reading aloud to kindergartners. Marzollo's book may well be a solution for those interested in Columbus. The story is told simply in rhymed couplets, with colorful two-page illustrations.

Richards, Dorothy Fay. ***Christopher Columbus, . . . Who Sailed On!*** Illustrated by John Nelson. Elgin, Ill.: The Child's World, Inc., 1978.

Simply told, Richard's easy-to-understand narrative makes an appropriate book for reading aloud to children in the first and second grades.

Sis, Peter. ***Follow the Dream: The Story of Christopher Columbus.*** New York: Alfred A. Knopf, Inc. Distributed by Random House, 1991.

Through intricate and richly detailed pictures, the author takes readers into the fifteenth century, giving an artist's interpretation of the Columbus story. Peter Sis offers a unique way for readers to see and understand the events of 1492 as a voyage of discovery and the opening of new worlds.

Young, Robert. ***Christopher Columbus and His Voyage to the New World.*** Illustrated by Arvis Stewart. Englewood Cliffs, N.J.: Silver Press, a division of Silver Burdett Press, Inc., 1990.

This well-illustrated picture book contains original artwork and presents the story of the first voyage of Columbus to the New World. Well written, this book could be useful for reading aloud to young students.

Readings for Grades Four Through Six

Books listed in this section best complement the fifth-grade unit, "Age of Exploration," described on pages 50–51 of the *History–Social Science Framework.*

Adler, David. ***Christopher Columbus, Great Explorer.*** Illustrated by Lyle Miller. New York: Holiday House, 1991.

One of the publisher's *A First Biography Series,* Adler's book contains a simple, informative narration describing the four voyages of Columbus. Students will appreciate the first chapter's attention to the childhood of Columbus. Sketches illustrate the biography, and the book's size and print appeal to students.

Alper, Ann Fitzpatrick. ***Forgotten Voyager: The Story of Amerigo Vespucci.*** Minneapolis: Carolrhoda Books, Inc., 1991.

Although centered on a later explorer, Amerigo Vespucci, Alper's narrative relates the influence of Columbus on subsequent exploration. The book probes some of the controversies surrounding the voyages of both men.

Anderson, Joan. ***Christopher Columbus: From Vision to Voyage.*** New York: Dial Books for Young Readers, Division of E. P. Dutton, 1991.

In this publication color photographs of a reenactment of the voyage of Columbus are matched with an engaging narrative drawn from the journals of Columbus.

Codye, Corinn. ***Queen Isabella the First.*** Milwaukee: Raintree Publishers, Inc., 1990.

This biography covers the entire life of Queen Isabella I of Spain, who made it possible for Christopher Columbus to sail west. The story of her support for Columbus and his ventures is a prominent episode. One of the series of *Raintree Hispanic Stories,* this book is distinctive because the text is printed in both English and Spanish. Because of this dual-language approach, *Queen Isabella* could be useful in migrant, bilingual, and English-as-a-second-language programs.

Conrad, Pam. ***Pedro's Journal: A Voyage with Christopher Columbus, August 3, 1492–February 14, 1493.*** Illustrated by Peter Koeppen. Honesdale, Pa.: Caroline House, Boyds Mill Press, Inc., 1991.

The story of Christopher Columbus is told from a unique perspective—that of young Pedro de Salcedo, cabin boy aboard the *Santa Maria.* In this detailed narrative, Pedro chronicles, in a journal, the events of the first voyage Columbus made to the New World. Pedro also sketches what he sees during that fascinating, sometimes treacherous journey across the Atlantic. Author Pam Conrad and illustrator Peter Koeppen bring to life a thrilling, believable story of one of the world's most famous voyages as seen through the eyes of a young boy.

D'Aulaire, Ingri, and Edgar Parin D'Aulaire. ***Columbus.*** New York: Doubleday & Company, Inc., 1987 (reprint of 1955 edition).

Although this book first appeared in 1955, students continue to find it interesting. The rich language enhances the factual material. The illustrations, both in black and white and in color, complement the text, making it useful as a read-aloud picture book.

Duchet-Suchaux, Gaston. ***Cristóbal Colón: Historias Jóvenes.*** León, Spain: Editorial Everest, 1980.

Intermediate students find this 30-page book an accessible summary of the life of Colón. The author mentions that Colón followed the examples of the Portuguese in Africa by taking natives back to Spain as slaves. Slavery's disappearance in Europe and Queen Isabel's reaction to the discoveries of Colón also receive attention. The text is in Spanish.

Fritz, Jean. ***The Great Adventure of Christopher Columbus.*** Illustrated by Tomie dePaola. New York: The Putnam and Grosset Book Group, 1992.

Fifth-grade students often find Fritz's biographies a congenial way to approach history. The narrative is engaging, and dePaola's pop-up illustrations offer dramatic appeal. Children in the lower elementary grades would enjoy having the teacher read the book aloud to them and would find the illustrations attractive.

Fritz, Jean. ***Where Do You Think You're Going, Christopher Columbus?*** New York: Putnam Publishing Group, 1980.

The irrepressible Jean Fritz offers another genial biography ideal for students who find history forbidding or dull. Fritz's style is amicable, yet she includes the unheroic as well as the heroic aspects of Columbus.

Las Casas, Bartholomew. ***The Log of Christopher Columbus' First Voyage to America in the Year 1492. As Copied Out in Brief by Bartholomew Las Casas.*** Illustrated by J. O' H. Cosgrave II. Hamden,

Conn.: Linnet Books, Shoe String Press, Inc., 1989 (reprint of 1938 edition).

Black and white drawings and clear format make this translation and abridgement of the log of Columbus particularly useful for fifth grade.

MacDonald, Fiona, and Mark Bergin. ***En El Descubrimiento de América con Cristóbal Colón.*** Madrid: Ediciones Anaya, 1991.

Although written in a style slightly advanced for upper elementary grades, this book contains format and pictures that appeal to these students. Short chapters summarize historical material, but with only passing mention of the role Columbus had in slavery. When used with other materials, the book is a good introduction for fifth graders. The text is in Spanish.

Maestro, Betsy. ***The Discovery of the Americas.*** Illustrated by Giulio Maestro. New York: Lothrop, Lee & Shepard Books, Division of William Morrow & Company, Inc., 1991.

The Maestros offer more of a global treatment of discovery and exploration than is typical in most picture books. They also touch on some of the controversies that students may study later. Material in the appendix contains a time line of significant explorations, "Table of Dates"; a description of the contributions from early cultures, "Some People of the Ancient and Early Americas"; a description of key events that occurred during the time, "The Age of Discovery"; and "How the Americas Got Their Name" and "Other Interesting Voyages."

Morgan, Lee. ***Christopher Columbus.*** Englewood Cliffs, N.J.: Silver Burdett Press, 1990.

One of the *What Made Them Great Series,* this book is well illustrated in color and includes original artwork, photographs, prints, and maps. Describing the four voyages of Columbus to the New World, the text combines dialogue and narration, making the material interesting to read. The appendix contains a historical chronology that parallels major events in history with those in the life of Columbus.

Osborne, Mary Pope. ***The Story of Christopher Columbus: Admiral of the Ocean Sea.*** Illustrated by Stephen Marchesi. New York: Dell Publishing Co., Inc., 1987.

The text is easy to read but not condescending. The author tries to be fair, acknowledging the greatness of Columbus yet also revealing his failures. Fifth-grade teachers who want a brief but historically based biography may find this book appropriate. The text contains a few black-and-white illustrations.

Ventura, Piero, and Gian Paolo Cesarani. ***Grandes Viajesi I.*** Translated by Pedro Antonio Urbina. Madrid: Editorial Magisterio Español, S.A., 1979.

In this attractive publication three books are combined in one, relating the voyages of Marco Polo, Columbus, and Magellan. The layout of the book includes two-page illustrations. Crew assignments, plants and crops native to the regions explored, and ship life are illustrated appealingly for students. The narrative is engaging, not cumbersome. The text is in Spanish. This publication may be ordered from Los Andes Publishing Co.

Voyage of Columbus in His Own Words. Chicago: Sears, Roebuck and Co., 1991.

Three-dimensional illustrations and excerpts from Clements R. Markham's translation of the journal of Columbus make a sophisticated pop-up book for young readers. The accompanying cassette tape and the book itself were developed exclusively for the publisher's merchandise firm.

Wynne, Annette. "Columbus," in ***Time for Poetry.*** Edited by May Hill Arbuthnot and Shelton L. Root. Glenview, Ill.: Scott, Foresman and Co., 1968 (reprint of 1952 edition).

Wynne's familiar poem focuses on Columbus as a child; his determined study of ships, geography, and navigation; and his ultimate destiny. The last two lines of the poem provide opportunities for discussion. In what ways is the world "made rich by his great enterprise"? What does Wynne mean that "the wisest know he was more than wise"? The poem is also included in anthologies other than *Time for Poetry*.

Readings for Grades Seven Through Nine

Books listed in this section best complement the seventh-grade unit, "Early Modern Europe: The Age of Exploration to the Enlightenment," appearing on pages 67–68 of the *History–Social Science Framework*.

Banacloche, Julieta. ***¡Tierra a la Vista! Los Viajes de Colón.*** Madrid: Ediciones SM, 1989.

The book describes the four voyages of Cristóbal Colón and contains quotations from Father Bartolomé de Las Casas, a missionary and historian who was a contemporary of Colón. Cartoon-like illustrations and reprints of older illustrations are included. The text is in Spanish.

Barden, Renardo. ***The Discovery of America.*** San Diego, Calif.: Greenhaven Press, Inc., 1989.

One of the *Great Mysteries: Opposing Viewpoints Series,* this book offers historical essays, illustrated with photos, allowing students to consider the discovery of the Western Hemisphere from different perspectives. Who really "discovered" America? Who preceded whom?

Brenner, Barbara. ***If You Were There in 1492.*** New York: Bradbury Press, 1991.

Brenner emphasizes cultural aspects of Europe when Columbus made his first voyage, giving seventh graders helpful background for the *History–Social Science Framework* unit, "Early Modern Europe: The Age of Exploration to the Enlightenment." Brenner's chapter titles are actually topical categories. Written in the second person, the narrative is easy to follow.

Cullum, Albert. ***Columbus: The Vision and the Voyage.*** Staten Island, N.Y.: Fortress Publications, 1991.

This play was written for grades four through eight. If used effectively, it can generate the excitement of the voyage and combine vital social-studies and life-skill activities for students. Cultural and histori-

cal issues abound, but students can also experience, with Christopher Columbus, the disappointment and frustration as well as the elation that sometimes accompany our unwavering beliefs and commitment to our dreams.

The play consists of ten scenes written so that all students in the class may participate. No props, costumes, or lights are required for this voyage, and each scene can be followed by a classroom discussion.

Each package contains a spiral bound teacher's edition and 25 easy-to-handle pocket-size scripts. The teacher's edition includes suggestions for classroom staging, a glossary, and a pronunciation key.

Dolan, Sean J. ***Christopher Columbus: The Intrepid Mariner.*** New York: Ballantine Books, Fawcett Columbine, 1989.

Students should be presented with works that have a unique style. This book offers a challenging vocabulary for the student reader. To bring the story alive, the author makes use of dialogue, narrative, and description. The text contains a few black-and-white illustrations.

Dorr-Ner, Zvi. ***Columbus and the Age of Discovery.*** New York: William Morrow and Company, Inc., 1991.

This beautifully illustrated companion volume to the PBS television series incorporates the latest scholarship on the origins and consequences of the Columbian voyages. The PBS series is available on videocassette for purchase from social studies supply houses.

Dyson, John. ***Westward with Columbus.*** Toronto, Ontario, Canada: Madison Press Books, 1991.

This publication includes full-color photographs of the 1990 voyage of the newly built replica of one of the caravels of Columbus, the *Niña*, as well as original illustrations, historical paintings, maps, and diagrams. Also included is a fictional account of the experiences of Pedro, a young new crew member on the original *Niña*. The publisher's address is Madison Press Books, 40 Madison Avenue, Toronto, Ontario, Canada, M5R 2S1.

Foreman, Michael, and Richard Seaver. ***The Boy Who Sailed with Columbus.*** New York: Little, Brown and Company, Arcade Publishing, 1991.

The Columbus story is presented from a new angle, that of Leif, an orphaned Viking boy who remains on one of the islands that Columbus discovered rather than return to Europe. He becomes a wandering healer who discovers the mysteries of humanity and inhumanity and experiences his own rite of passage. The story is attractively illustrated by Michael Foreman, who coauthored the narrative.

Hills, Ken. ***The Voyages of Columbus.*** New York: Random House, Inc., 1991.

Maps, varied illustrations, and a clearly written text make this book particularly appealing for middle school students. Each of the voyages is explained in informative, easily read prose. The old prints are especially illuminating.

I, Columbus: My Journal, 1492–3. Edited by Peter and Connie Roop. Illustrated by Peter E. Hanson. New York: Walker and Company, 1990.

Written in the first person, the story is based on the log of Columbus as translated by Robert K. Fuson. The first voyage of Columbus to the New World is focused on. The text, although simplified from Fuson's work, is engaging. Illustrations in color help to tell the story, and the short length makes this story excellent for independent reading.

"The Legacy of Columbus," ***Calliope,*** Vol. 13, No. 1 (January, 1992).

This issue of the well-known history magazine for young people features a variety of articles dealing with the encounter of two diverse cultures. The editor rightly asks students to reflect, "What will people's understanding of the world (or the universe) be five hundred years from now, and what will historians think of those who lived in 1992?" Issues of other magazines published by Cobblestone, specifically the January, 1992, issues of both *Faces* and *Calliope,* deal with first encounters and exploration. Back issues may be ordered from Cobblestone Publishing, Inc., 30 Grove Street, Peterborough, NH 03458; telephone (603) 924-7209.

Levinson, Nancy Smiler. ***Christopher Columbus: Voyager to the Unknown.*** New York: Lodestar Books, Dutton Children's Books, a Division of Penguin Books USA, Inc., 1990.

Carefully researched, the content of the book is easy to read but not condescending. Facsimiles of letters, autographs, contemporary engravings, paintings, and maps give the book visual appeal.

Litowinsky, Olga. ***The High Voyage: The Final Crossing of Christopher Columbus.*** New York: Delacorte Press, Bantam, Doubleday Dell Publishing Group, 1977.

This historical novel is written from the viewpoint of thirteen-year-old Fernando, one of the sons of Christopher Columbus. The setting is the fourth crossing by Columbus in 1502. This action-packed story maintains the historical authenticity of the events.

The Log of Christopher Columbus. Edited by Robert H. Fuson. Camden, Me.: International Marine Publishing Company, 1987.

Fuson provides a readable new translation of the log of Columbus, along with a helpful prologue and epilogue on background topics. The book is suitable for many high school students and could be a helpful reference work for middle school students as well.

Martin, Susan. ***I Sailed With Columbus: The Adventure of a Ship's Boy.*** Illustrated by Tom La Padula. Woodstock, N.Y.: The Overlook Press, 1991.

Although this book is an original work of fiction, the historical events underlying the story have been carefully researched and documented. Working from historical documents, including the letters and journals of Columbus, author Susan Martin created a historically accurate yet exciting story. Tom La Padula's illustrations vividly recreate the events and personalities of one of the most important voyages in history.

Matthews, Rupert. ***Explorer.*** New York: Knopf, 1991.

One of the *Eyewitness Books Series,* this visually appealing book can be enjoyed by students of many ages. A particular strength is the array

of clear, detailed, color photos showing the technology of the exploration era. Plants, spices, art, and navigation are only a few of the subjects treated in the book.

Matthews, Rupert. ***The Voyage of Columbus.*** New York: The Bookright Press, 1989.

Topics limited to two-page spreads present a format that appeals to junior high school students. The narrative is a helpful overview of the first two voyages, but related controversies are omitted.

Mauffret, Yvon. ***Yo, Magallanes.*** Translated by Magali Martinez Soliman. Madrid: Ediciones Anaya, 1990.

Written in the first person, the fictional recollections of Ferdinand Magellan depict his fleet's voyage around the world. Magellan recounts his exploration of the Straits of Magellan and the Philippine Islands. An appendix gives the historical background of the events and contains reproductions of etchings and maps from the period. The text, which is in Spanish, was translated from French.

Miller, Joaquin. "Columbus," in ***Favorite Poems Old and New.*** Edited by Helen Ferris. Garden City, N.Y.: Doubleday, 1957.

Joaquin Miller's poem "Columbus" is included in many anthologies other than this one. The poem represents one aspect of Columbus, focusing on his attributes of resolve, forbearance, and perseverance. Students can contrast this poem with another in the same anthology, J. C. Squire's "Sonnet."

Pelta, Kathy. ***Discovering Christopher Columbus: How History Is Invented.*** Minneapolis: Lerner Publications Company, 1991.

Each publishing season brings notable surprises—books not widely heralded but demonstrating merit and strength for their audience and purpose. Pelta's historiography, just such a book, is suitable for junior high school through adult levels. An account of the changing historical perspectives and investigations regarding Columbus and his accomplishments is featured. Maps and illustrations add appeal.

Poole, Frederick King. ***Early Exploration of North America.*** New York: Franklin Watts, 1989.

Poole describes the exploration of North America by European seafarers during the fifteenth and sixteenth centuries. Included are discussions of the voyages of the Vikings, Columbus, Cabot, and early French explorers; the search for the Northwest Passage; and a discussion of the explorers' accomplishments. The text is easy to read yet informative. Fifth graders might enjoy the book during the history–social science unit on the "Age of Exploration."

Salinas, José Luis Cortes. ***Prehistoria y Civilizaciones de las Américas.*** Madrid: Ediciones SM, 1988.

This well-illustrated book contains a format appealing to middle school students, matching brief, topical information with overlaying and juxtaposed maps and pictures. Chapters are short, focusing on a range of topics. The large size of some illustrations enables them to be shown to the entire class from the front of the room. The text is in Spanish.

Sandak, Cass. ***Columbus Day.*** New York: Macmillan Publishing Company, Crestwood House, 1990.

This slim book contains helpful historical background but avoids some issues that students at this level would find worth investigating. When used with additional material, this book is worthwhile for classroom use.

Schlein, Miriam. ***I Sailed With Columbus.*** Illustrated by Tom Newsom. New York: Harper Collins Children's Books, A Division of Harper Collins Publishers, 1991.

In this exciting adventure story, a boy raised in a monastery sails with Columbus. Part of the narrative is a diary written from the point of view of one who had sailed with Columbus. In an afterword the author offers historical explanations for many of the events alluded to in the story. This book is suitable for the lower grades as well.

Soule, Gardner. ***Christopher Columbus on the Green Sea of Darkness.*** Edited by M. Kline. New York: Franklin Watts, 1988.

Part biography and part history, this work is replete with black and white illustrations, drawings, photographs, maps, and prints. It covers all four of the voyages of Columbus to the New World and their immediate aftermath. The content is intellectually stimulating.

Squire, J. C. "Sonnet," in ***Favorite Poems Old and New.*** Edited by Helen Ferris. Garden City, N.Y.: Doubleday, 1957.

Students can consider the comparatively simple life that native Americans knew as well as the ramifications of Squire's words, "doom-burdened caravels."

Ventura, Pietro, and Gian Paolo Ceserani. ***Grandes Viajesi I.*** Translated by Pedro Antonio Urbina. Madrid: Editorial Magisterio Españaol S.A., 1979.

In this attractive publication three books are combined into one, relating the voyages of Marco Polo, Columbus, and Magellan. The layout of the book includes two-page illustrations. Crew assignments, plants and crops native to the regions explored, and ship life are illustrated appealingly for students. The narrative is engaging, not cumbersome. The text is in Spanish. This publication may be ordered from Los Andes Publishing Co.

Viola, Herman J. ***After Columbus: The Smithsonian Chronicle of the North American Indian.*** Washington, D.C.: Smithsonian Books; New York: Orion Books, 1990.

The natives' encounters with European explorers, the lost inheritance, and the struggle for rights are vividly portrayed with detailed, well-researched text and a splendid array of art prints, photographs, and portraits. Viola, a historian and curator for the Smithsonian Institution, is able to present clearly the effects of the encounters on those involved. The content is also appropriate for older students.

West, Delno C., and Jean M. West. ***Christopher Columbus: The Great Adventure and How We Know About It.*** New York: Atheneum, 1991.

The Wests combine history, biography, and historiography in a straightforward, informative account of the life and voyages of Columbus. The thoughtful presentation of historical material is drawn from primary sources.

Readings for Grades Ten Through Twelve

Readers beyond these grade levels, such as teachers and persons who want to learn more about Columbus, may find these materials useful as references.

Cardini, Franco. ***Europe 1492: Portrait of a Continent Five Hundred Years Ago.*** New York: Facts on File, Inc., 1989.

Visually splendid and highly informative, this book is a companion volume to Salmoral's book, a description of which appears in this section. Although the content is suggested for high school and adult readers, somewhat younger students could use the book with assistance. The content helps readers understand the cultural milieu in which Columbus lived.

The Christopher Columbus Encyclopedia. Edited by Sylvia A. Bedini. New York: Simon and Schuster, Inc. Academic Reference Division, 1992.

Scholarly yet easy to read and use, this two-volume reference work deserves priority consideration for high school libraries or history departments. Thoughtful, balanced, and informative, the work has sufficient breadth for its continued use long after the quincentenary observance. This encyclopedia would also be appropriate for middle school libraries. The range of topics is extensive. The editorial board includes scholars from the Smithsonian Institution. A prospectus available from the publisher contains a sampling of the articles.

Circa, 1492: Art in the Age of Exploration. Edited by Jay A. Levenson. Washington, D.C.: National Gallery of Art; New Haven, Conn.: Yale University Press, 1991.

This extraordinary tome contains surveys of the history of art and reproductions of art from throughout the world during the "Enterprise of the Indies." More than 50 art historians, historians, and anthropologists contributed to this rare and colorful publication, which also serves as a catalogue for an exhibit of artwork from the period at the National Gallery of Art in Washington, D.C. Although the essays are suitable for readers of high school age and above, the art reproductions and photographs provide enjoyment and insight for younger students as well.

"The Columbus Quincentenary: A Special Section," ***Magazine of History,*** Vol. 5, No. 4 (spring, 1991).

Every teacher who intends to teach about the Columbus Quincentenary should have access to this issue, which older students can use for reference. Articles by noted historians and writers (John Hebert, Kirkpatrick Sale, Herman J. Viola, and Marjorie Bingham among them) offer valuable insights regarding new research, old myths, and controversial issues. Back issues are available for $3 per copy, and checks should be made payable to the Organization of American Historians, 112 N. Bryan, Bloomington, IN 47408-4199; telephone (812) 855-7311.

"Columbus Special Issue: When Worlds Collide," ***Newsweek*** (fall/winter, 1991).

This special issue is a joint project with *Newsweek* and the Smithsonian Institution's Natural History Exhibit, "Seeds of Change." The issue contains a good selection of articles about the history, viewpoints, and attitudes regarding the discoveries of Columbus. Readers interested in this issue may find copies in public libraries.

Crosby, Alfred W., and Helen Nader. ***The Voyage of Columbus: A Turning Point in World History.*** Bloomington: Indiana Humanities Council, 1989.

Development of this publication was initiated through a project entitled "Teaching About the Voyages of Columbus." This booklet contains three thoughtful essays that all teachers, especially those of grades seven through twelve, should read. Essays include John Patrick's practical introduction, "Teaching About the Voyages of Columbus," Alfred Crosby's examination of "ecological imperialism," and Helen Nader's study of Columbus in history.

Dodge, Steven C. ***Christopher Columbus and the First Voyages to the New World.*** New York: Chelsea House Publications, 1991.

One of this publisher's *World Explorers Series,* Dodge's book is a thoughtful, well-written biography suitable for junior high school and high school readers. Its relatively short length makes it suitable for students who, although interested in the voyages of Columbus, do not want to forge through a lengthy work. The layout and illustrations are appealing, with a full-color insert featuring art prints and maps. "At its core, exploration is a series of moral dramas," William H. Goetzmann writes in an introduction, and Dodge's biography helps readers make that discovery.

First Encounters: Spanish Explorations in the Caribbean and the United States, 1492–1570. Edited by Jerald T. Milanich and Susan Milbrath. Gainsville: University of Florida Press, 1989.

The editors bring together a variety of scholarly yet engagingly written articles that present new information for unresolved issues. This visually appealing book is easy to use. Historical, geographical, and archaeological breakthroughs enlighten readers about the events that followed the landing of Columbus in 1492.

Frost, Robert. "America Is Hard to See," in ***The Poetry of Robert Frost.*** Edited by Edward Connery Lathem. New York: Henry Holt and Co., 1979.

Frost's musings on the ramifications of the voyage of Columbus are highly recommended as a means of correlating concepts from English–language arts and history–social science. Resourceful teachers will incorporate necessary historical background, not only on the "Age of Exploration" but also on the era during which Frost wrote the

poem. It is one of the few good examples of literature that is both worthwhile and timely for the quincentenary observance.

Granzotto, Gianni. ***Christopher Columbus.*** Translated by Stephen Sartarelli. Norman: University of Oklahoma Press, 1987.

This literate, well-researched biography makes use of recent scholarship on Columbus. The level of readability is for both adults and upper-level high school students. Granzotto, a respected Italian historian, writes like a novelist; and Stephen Sartarelli's translation maintains the quality of the original work.

Kayserling, M. ***Christopher Columbus and the Participation of the Jews in the Spanish and Portuguese Discoveries.*** Translated by Charles Gross. North Hollywood, Calif.: Carmi House Press, 1989.

For the 400th anniversary of the voyage of Columbus (1892), the Spanish government commissioned German historian Meyer Kayserling to write a history drawn from extensive archival sources. Kayserling's work shows the invaluable assistance given Columbus by prominent Jews of his time. The translation by Charles Gross also includes primary sources in Latin and Spanish.

Kravath, Fred F. ***Christopher Columbus, Cosmographer: A History of Metrology, Geodesy, Geography, and Exploration from Antiquity to the Columbian Era.*** Rancho Cordova, Calif.: Landmark Enterprises, 1987.

This book contains a critique of the geographic and geodetic views of Columbus. Excellent information is provided for high school students and teachers who are researching the mathematical and scientific aspects of the explorations of Columbus. Some of the information is highly technical.

Meltzer, Milton. ***Columbus and the World Around Him.*** New York: Franklin Watts, 1990.

The book is a welcome addition to the growing Meltzer canon. The author's research permits a fresh perspective and examines the Navigator's disturbing attributes. Meltzer's discursive bibliography is also helpful for discovering further sources.

Merino, José María. ***El oro de los sueños.*** Barcelona: Salvat Editores, S.A., 1986.

Merino, a prize-winning Spanish author, has fashioned an adventure story based on the true-life experiences of Miguel Villacé Yólotl, son of Hernando Cortez. His well-told account of a search for a mysterious kingdom full of gold and riches reveals the cunning and conniving acts that were a part of Spain's conquest of the Americas. Translated, the title is *The Gold of Dreams*. The text is in Spanish; and an English translation is available from Farrar, Strauss, and Giroux, Inc., 19 Union Square, W., New York, NY 10003. The book may be ordered in Spanish from Santillana Publishing Co., 901 W. Walnut Street, Compton, CA 90220-5109.

Montañés, Emma Sánchez. ***Orfebrería Precolombina y Colonial.*** Madrid: Ediciones Anaya, 1988.

The color photographs of people, geography, artifacts, dress, and artworks are noteworthy. Background information regarding people indigenous to the Americas is provided, along with a discussion of the metal crafts and religion of the natives. The book is number 44 in the *Biblioteca Iberoamericana Series.* The text is in Spanish.

Morison, Samuel Eliot. ***Christopher Columbus, Mariner.*** New York: New American Library, 1983.

Morison's work is an authoritative, brief, easily read history for high school readers and older. Based on Morison's own two-volume work, *Admiral of the Ocean Sea* (New York: Little, Brown & Co., 1941), this work considers Columbus from the standpoint of a sailor. Also see Morison's work, *The Great Explorers : The European Discovery of America* (London: Oxford University Press, 1978).

Nebenzahl, Kenneth. ***Atlas of Columbus and the Great Discoveries.*** Skokie, Ill.: Rand McNally Educational Publishing, 1990.

This extraordinary atlas, which contains authentic maps from the time of Columbus and other explorers, allows teachers and students to understand better the concepts underlying navigation and exploration during the Age of Discovery. The narrative provides information for

the teacher's background or for use by older pupils. With the teacher's assistance, students in grades five through eight can use this atlas and find much fascinating material for their studies. The publisher offers a large discount to schools if orders are received by October 1, 1992. Inquiries may be made to (916) 489-3944.

Paolucci, Anne. ***CIPANGO!*** Flushing, N.Y.: Griffon House Publications, 1987.

This version, a one-hour television play about Christopher Columbus, Queen Isabella, and Martin Pinzon, features the American biographer of Columbus, Washington Irving, who is the commentator. A longer version of this publication, *CIPANGO! A One-Act Play in Three Scenes About Christopher Columbus,* published in 1985, is also available from the publishing house.

Parry, J. H., ***The Spanish Seaborne Empire.*** Berkeley: University of California Press, 1990.

J. H. Parry's classic study of the impact of Spain on the Americas is helpful and scholarly background material for teachers of history–social science. The book is priority reading for a broader understanding of the voyages of Columbus and their aftermath.

Salmoral, Manuel Lucena. ***America 1492: Portrait of a Continent 500 Years Ago.*** New York: Facts on File, Inc., 1990.

Lavish photographs enhance the appealing text, which depicts nearly all aspects of everyday life during the time of Columbus. The pictorial emphasis of this tome makes it useful at many levels. The text is appropriate for high school and adult readers.

Sammartino, Peter. ***Columbus.*** Flushing, N.Y.: Griffon House Publications, 1987.

This thumbnail sketch of the adult life of Christopher Columbus is a useful companion to the one-hour television play entitled *CIPANGO!* by Anne Paolucci.

Seeds of Change: A Quincentennial Commemoration. Edited by Herman J. Viola and Carolyn Margolis. Washington, D.C.: Smithsonian Institution Press, 1991.

Those doubting the efficacy of the observation of the Columbus Quincentenary need to begin with this book, written to coincide with the Smithsonian Institution's exhibit of the same title. Ecology and cultural diversity are among the topics emphasized in this authoritative if somewhat bleak presentation of the aftermath of 1492. The impact of history on our own time becomes apparent in this appealing yet disturbing book for older readers.

Sinovcic, Vincent. ***Columbus: Debunking of a Legend.*** New York: Rivercross Publishing, Inc., 1990.

Sinovcic's book is included here as one more demonstration of the controversies surrounding Columbus. The author builds the case for the explorer's possible Croatian background and the voyage to America in 1484 by the caravel *Atlante*.

To America and Around the World: The Logs of Christopher Columbus and Ferdinand Magellan. Translated by Clements S. Markham. Boston: Branden Publishing Company, Inc., 1990.

The book contains edited English versions of the logs of Columbus and Magellan. Two modern essays are included that deal with current controversies regarding Columbus.

Treen, Mariá de Freitas. ***The Admiral and His Lady: Christopher Columbus and Filipa of Portugal.*** New York: Robert Speller & Sons, Publishers, Inc., 1989.

Treen's historical account emphasizes the life of Columbus in Portugal. The book focuses on the marriage of Columbus and the role of Portugal in his perspectives and education.

Viola, Herman J. ***After Columbus: The Smithsonian Chronicle of the North American Indian.*** Washington, D.C.: Smithsonian Books; New York: Orion Books, 1990.

The natives' encounter with European explorers, the lost inheritance, and the struggle for rights are vividly portrayed with detailed, well-researched text and a splendid array of art prints, photographs, and portraits. Viola, a historian and curator for the Smithsonian Institution, is able to present clearly the effects of the encounters on those involved.

Weatherford, Jack M. ***Indian Givers: How the Indians of the Americas Transformed the World.*** New York: Crown Pubs., Inc., 1988; New York: Ballantine Books, Division of Random House, 1990.

Weatherford writes in a lively style, discussing the cultural, social, and political practices of the native American Indians, traditions which transformed some of our ways of life. Controversial on some points, the book is important reading and contains numerous references to Columbus.

Wiesenthal, Simon. ***Sails of Hope: The Secret Mission of Christopher Columbus***. Translated by Richard Winston and Clara Winston. New York: Macmillan, 1973.

Wiesenthal builds an effective case regarding the Jewish backing of the ventures of Columbus. Much of Wiesenthal's well-researched work deals with the mission behind the voyage. Although out of print, the book is available through libraries.

Appendix

Publishers and Distributors of Spanish Language Titles

This list of Spanish-language publishers is arranged alphabetically by the shortened name for each company.

Alfaguara Ediciones Alfaguara, Juan Bravo, 38, Madrid 28006, España, Telephone (800) 526-0107

Altea Ediciones Altea, Juan Bravo, 38 Apdo. 13166 Madrid 28006, España

Anaya Ediciones Anaya, Irrarte 3-4, Apdo. 14632, Madrid 28028, España, Telephone 91-246-76-00

Avance Francisco Olejnik Alba Libros de Chile, Puente 572-F, Santiago, Chile

Edaf Ediciones y Distribuciones Edaf, Jorge Juan, 30 Madrid 28001, España

Ekaré Ediciones Ekaré/Banco del Libro, Final Av. Luis Roche, Altamira, Sur Apdo. Postal 5893, Caracas 1010A, Venezuela, Telephone 323136/ 334322/333110

Everest Editorial Everest, Carretera León-La Coruña-Km. 5 Apdo. 339, León 24080, España, Telephone 987-23-59-04

Generales Anaya Ediciones Generales Anaya, Villafranca 22, Madrid 28028, España

Juventud Editorial Juventud, Provenza 101, Apdo. 3 Barcelona 08029, España

Juventud (U.S. distributor)	Libros Centroamericanos, P.O. Box 2203, Redlands, CA 92373, Telephone (714) 798-1342
Los Andes	Los Andes Publishing Co., P.O Box 2344, La Puente, CA 91746
Nueva Imagen	Editorial Nueva Imagen, Escollo 316 Col. Las Aguilas, Del., Alvaro Obregón, México 01710, D.F., México
Plaza y Janés	Editorial Plaza y Janés, Atn. Ignacio Fraile, Virgen de Guadalupe 21-23, Esplugues de Llobregat Barcelona, España
Santillana	Santillana Publishing Co., 901 W. Walnut Street Compton, CA 90220-5109
SM	Ediciones SM, c/o Joaquín Turina 39, Madrid 28044, España, Telephone 208-51-45
Timún Más	Editorial Timún Más, Castillejos 294-296, Planta la., Barcelona 08025, España
Trillas	Editorial Trillas, Av. Río Churubusco 385 Pte. Col., Pedro María Anaya Deleg., Benito Juárez, México 03340, D.F., México, Telephone 688-4233

91-66 CR179409 4-92 15M

Publications Available from the Department of Education

This publication is one of over 600 that are available from the California Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of Publication)	Price
0-8011-0973-6	The American Indian: Yesterday, Today, and Tomorrow (1991)	$5.00
0-8011-0689-3	The Blessings of Liberty: Constitutional Teachers' Institute Final Report (1989)	3.00
0-8011-0874-8	The Changing History–Social Science Curriculum: A Booklet for Parents (1990)*	5.00/10
0-8011-0867-5	The Changing Language Arts Curriculum: A Booklet for Parents (1990)*	5.00/10
0-8011-0777-6	The Changing Mathematics Curriculum: A Booklet for Parents (1989)*	5.00/10
0-8011-0978-7	Course Models for the History–Social Science Framework: United States History and Geography—Making a New Nation (for grade five) (1991)	7.00
0-8011-0976-0	Economic Education Mandate: Handbook for Survival—A Practical Guide for Today's High School Economics Educators	7.00
0-8011-0290-1	Handbook for Planning an Effective Writing Program (1986)	3.50
0-8011-0712-1	History–Social Science Framework for California Public Schools (1988)	6.00
0-8011-0892-6	Literature for History–Social Science, K–8 (1991)	5.25
0-8011-0725-3	Model Curriculum for Human Rights and Genocide (1988)	3.50
0-8011-0929-9	Model Curriculum Standards, Grades 9–12, First Edition (1991)	5.50
0-8011-0968-x	Moral and Civic Education and Teaching About Religion, Revised Edition (1991)	3.25
0-8011-0671-0	Practical Ideas for Teaching Writing as a Process (1987)	6.00
0-8011-0345-2	Program Descriptions for History–Social Science Instructional Materials (1983)	2.50
0-8011-0858-6	Readings for Teachers of United States History and Government (1990)	3.25
0-8011-0913-2	Recommendations of the Curriculum Development and Supplemental Materials Commission: 1990 Adoption, California Basic Instructional Materials in History–Social Science (1990)	4.50
0-8011-0831-4	Recommended Literature: Grades 9–12 (1990)	4.50
0-8011-0311-8	Recommended Readings in Literature, Kindergarten Through Grade Eight (1986)	3.00
0-8011-0863-2	Recommended Readings in Literature, Kindergarten Through Grade Eight, Addendum (1990)	3.00
0-8011-0745-8	Recommended Readings in Literature, Kindergarten Through Grade Eight, Annotated Edition (1988)†	4.50
0-8011-0895-0	Recommended Readings in Spanish Literature, Kindergarten Through Grade Eight (1991)	3.25

*The price for 100 booklets is $30.00; the price for 1,000 booklets is $230.00. A set of one of each of the parent booklets in English is $3.00.

†Includes *Addendum* (ISBN 0-8011-0863-2).

Orders should be directed to:

California Department of Education
P.O. Box 271
Sacramento, CA 95812-0271

Please include the International Standard Book Number (ISBN) for each title ordered.

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from governmental agencies. Sales tax should be added to all orders from California purchasers. Stated prices will be in effect until June, 1992, and include shipping charges to anywhere in the United States.

A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above or by calling (916) 445-1260.

BEST COPY AVAILABLE